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ABSTRACT

The more than 220 books, monographs, and articles listed in Sections I and II of this bibliography pertain to small schools and small school districts (generally, districts enrolling under 2,500 students), and the 54 school-community analysis publications listed in Section III pertain to any size school-community situation; all references are pertinent to developing more knowledge about the small schools and the communities in which they are located. Publication dates of the materials range from 1916 through 1980, with the majority occurring in the 1970's. Designed as a reference document for small school administrators and researchers, this bibliography identifies numerous recent efforts to programmatically improve education in small and rural schools. Many of these publications are out of print, but out-of-print listings might be available on inter-library loan, from educational research services, e.g., ERIC (publications with reference numbers such as "ED 030282"), or from educator training institutions. (CM)

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NEW MEXICO RESEARCH AND STUDY COUNCIL

AND

BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT

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CONTENTS

Page

Introduction 1

Using the Bibliography 6

Section I: Book-Type Publications 8

Section II: Monographs and Articles 13

Section III: School Community Analysis Publications 31

INTRODUCTION

INTRODUCTION

Founded in 1959, the New Mexico Research and Study Council is a nonprofit, incorporated organization of 45 New Mexico public school districts, the University of New Mexico, and the State Department of Education of New Mexico. Members of the organization work cooperatively to improve the educational planning and delivery efforts of the public schools. The Council conducts in-service education activities, prepares special reports and publications, operates a consolidated bid and purchase program, influences educational legislation, and performs other mutually supportive endeavors.

The Bureau of Educational Planning and Development is a contract and grant agency. Founded in 1968, it contracts with school districts and other public education agencies of New Mexico to conduct studies, prepare plans and guide administrative efforts.

The Council and the Bureau share staffs and facilities which are partially provided by the University of New Mexico, partially funded by dues and service fees charged to the Council members and partially funded by Bureau projects. Both the Council and Bureau provide university students with opportunities to improve educational performance, have field experiences and explore career goals.

This "Small Schools Bibliography" was prepared by several educators, most of whom became interested in the problems of small schools while enrolled in a course, School Community Surveys,

instructed in 1979 by Dr. Tonigan. The course included as a field experience the conducting of a school community survey of the school district with the lowest kindergarten through twelfth grade in New Mexico.* Three graduate students voluntarily spent many extra hours seeking bibliographic input from organizations and individuals located throughout the U. S. (Gloria Fantozzi) and assembling the bibliography (Daniel Garrison and Jon Facey).

The bibliography was prepared in response to a need which is being increasingly voiced by citizens living in small, and especially rural, schools throughout the State of New Mexico,** as well as throughout virtually every state in the nation. Initially surprised, but subsequently amazed, the researchers found numerous individuals, task forces, and organizations currently engaged in research studies, seminars, workshops, public meetings and other forms of dialogue, attempting to better assess and refine the small school situation.

To many people, big schools and consolidated schools are not necessarily the best places in which to conduct public education; educationalists are increasingly questioning where the best

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*The survey involved Encino, a rural school district with a 1979-80 enrollment of 66 students; the survey report, "High Lonesome", was prepared and distributed by class members.

**Of the 88 school districts operating in New Mexico in 1979, 30 districts had enrollments of less than 500 students and 62 districts had enrollments of less than 2,500 students. The statewide range in school district enrollments was from 66 to 80,335 students.

education takes place, in big or little schools. Small school proponents are not only those who live in or work in small school settings; witness the many large schools in which schools-within-a-school and campus plans are created--both attempts at emulating small school characteristics.

Concurrently, the country is becoming more concerned about saving rural America and about improving educational provisions for youth attending small, rural schools. Social and economic scholars are researching the values associated with living in small and rural communities and with attending small and rural schools.* The studies, reports, articles, and other publications which are listed in this bibliography clearly attest to the fact that many Americans are concerned about what has been and what should be happening with the human and financial resources associated with rural America.

Most importantly, this bibliography identifies numerous recent efforts to programmatically improve education in small and rural schools. Small school administrators and researchers will find the bibliography a valuable reference document.

The editor of this document decided at the outset not to be restricted by available definitions of what constitutes a "small"

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*Several of the publications referenced in the bibliography address this point. See especially Section I, Reference Numbers 4, 5, 8, 21, and 36.

school or "community". None appeared to be adequate. The bibliography therefore contains each reference the researchers encountered, which was of relatively recent origin and which seemed like it could be of some value to those persons interested in learning about small schools, small school districts, rural schools or semi-rural schools, and small school districts located in rural areas or small rural or urban community settings. Hopefully, a more adequate definition, or complementary set of definitions, will be forthcoming before too long.

Having just completed a course concerned with surveying school community situations, the preparers of the bibliography decided it would be helpful to include a section which might be helpful to small school administrators and other persons who might be interested in school community analysis. Fifty-four such references are cited in Section III.

USING THE BIBLIOGRAPHY

USING THE BIBLIOGRAPHY

1. The more than 220 books, monographs and articles listed in Sections I and II of this bibliography pertain to small schools and small school districts. Generally, but not uniformly, they refer to rural schools and to school districts enrolling under 2,500 students.

2. Publications have been divided into three sections to help readers locate materials more quickly. Whereas, Sections I and II of the bibliography primarily pertain to education, Section III could pertain to any size school community situation, but each reference is particularly pertinent to developing more knowledge about the schools and the communities in which small schools are located.

3. Many of these publications had short runs and quickly went out of print. Out-of-print listings might be available on inter-library loan or from educational research services, e.g., ERIC (publications with reference numbers such as "ED 030282" are ERIC numbers) and educator training institutions.

4. Readers are encouraged to submit additional entries for inclusion in subsequent editions. Corrections to this first edition will be welcomed.

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